

PROPOSED KBE STRATEGIC WORK PRIORITIES 2007- 2008

GOAL 1 – HIGH STUDENT PERFORMANCE:

1. Require that schools and districts have and implement plans for addressing proficiency by 2014 and beyond. The plan must include how all schools will reduce achievement gaps. Assure that all groups of students are included in determining a school's success.
2. Require programs to assure that our students start ready for school through the provision of full day kindergarten and the funding of preschool programs for all students at the 200% of poverty level.
3. Ensure high levels of student achievement through an increased focus on elementary, middle and high school mathematics, adolescent literacy, and targeted instructional interventions (literacy and mathematics coaches, Read to Achieve, Math Achievement).
4. Implement in every school a rapid-response student diagnostic and remediation system to keep students learning at grade level; provide guidance and professional development for schools needing assistance to implement systems.
5. Ensure that specific attention is paid to the grade levels in greatest need of assistance – middle and high school – through the continuation and expansion of proven high school restructuring initiatives.
6. Provide adequate funding for the gifted and talented education program to assure that these students are provided access to an appropriately rigorous and challenging curriculum reflective of their capacities and interests.
7. Expand the assessment program to provide assessments such as:
 - required by NCLB (Alternate Assessment, 2% Assessment),
 - required by CATS (NRT, revision of arts assessment to include performance measures)
 - mandated through SB 130 (ACT/Work Keys) and by 2006 HB 197 (End-of-Course Assessment) to assist in promoting student accountability, or
 - requested by the field to support student achievement (on-line assessment, diagnostic and formative assessment, Lexile scores)

GOAL 2 – HIGH QUALITY TEACHING AND ADMINISTRATION:

8. Work collaboratively with the Education Professional Standards Board (EPSB), the Council on Postsecondary Education (CPE), colleges and universities and other partners to develop principal preparation programs that focus on developing instructional leaders and teacher preparation programs designed to improve content knowledge and effective pedagogy.
9. Develop and implement, in collaboration with EPSB, CPE, colleges and universities, schools and districts, and other partners teacher leadership training programs that support the use of a distributed leadership model and provide additional opportunities for instructional leadership throughout the school. Include exploratory conversations on possible avenues for implementing differentiated pay.

GOAL 3 – STRONG AND SUPPORTIVE ENVIRONMENT FOR EACH SCHOOL AND EVERY CHILD:

10. Collaborate with the Kentucky School Boards Association (KSBA), the Kentucky Association of School Councils (KASC), the Kentucky Association of School Administrators (KASA) and the Kentucky Association of School Superintendents (KASS) to define roles and responsibilities and governance authority of school boards, school councils and central office staff to assure that all are focused on improving student achievement and school performance.
11. Engage representatives of schools, districts, and partner agencies in a consistent, continuous dialogue around the most effective means to collaboratively support schools and districts to reach proficiency. One product of the ongoing collaboration will be a statewide public awareness campaign to create a compelling sense of urgency both statewide and at the local community level for timely accomplishment of school and district proficiency goals.
12. Ensure that Kentucky remains in the forefront of providing students and teachers access to anytime, anywhere, always-on differentiated teaching and learning through funding of the Kentucky Instructional Data System (KIDS)/Knowledge Management Portal (KMP), Kentucky Education Network (KEN), the Kentucky Virtual High School (KVHS), the Individual Learning Plan (ILP) and the systems necessary to collect reporting data (the Student Information System (SIS) and the Financial Management System (MUNIS)).

GOAL 4 – HIGH PERFORMING SCHOOLS AND DISTRICTS¹:

13. Increase funding/staffing to allow for additional Scholastic Audits to occur in all schools and districts not meeting their assistance goals (CATS - Level 1, 2, and 3 schools; NCLB – Tier 1, 2, 3, 4, and 5 schools; Tier 2 and 3 districts).
14. Increase funding/staffing to allow for additional intervention and follow-up assistance to schools and districts subsequent to the Scholastic Audit (or other) processes, including support for additional Voluntary Partnership Assistance Teams (VPAT), School Assistance Teams (SAT), and Network Assistance Teams (NAT), and sufficient time and resources for those teams to achieve success and build local capacity.
15. Increase state authority to intervene and make decisions (such as demotion, transfer or removal of staff) in low-performing schools and districts as a result of the Scholastic Audit process. Initiate wherever feasible required actions to address ongoing issues in low-performing schools (Management Audits, Targeted Assistance, Learning Culture Audits).
16. Assure continuous monitoring of school and district progress toward individual school and district CATS and NCLB goals/standards using a selection of data-driven tools for measurement (i.e., KMP, formative assessment). Provide professional development to build the capacity for all schools and districts to be able to monitor for student results and to have a continuous monitoring system.

¹Recognizing the urgency and importance of interventions in low-performing schools, we are recommending the establishment of a separate, fourth board goal to call attention to these issues.